

Specific requirements for Speech and Language Disability (SLD) eligibility.

1. Previously, a student was determined to be eligible as having a learning disability based upon a significant discrepancy between ability and achievement.
2. New guidelines require the student to demonstrate a pattern of strengths and weaknesses.

Exclusionary Factors to be Addressed During the SIDR Process

- ✗ Lack of Instruction in Essential Components of Reading and Math
- ✗ Limited English Proficiency
- ✗ Cognitive Impairment
- ✗ Emotional Impairment
- ✗ Vision, Hearing, or Motor Impairments
- ✗ Autism Spectrum Disorder
- ✗ Environmental, Cultural, or Economic Disadvantages including (a) lack of opportunity, (b) motivational factors, (c) situational trauma, and (d) attendance (15-20 days)

Required Component: Data demonstrating inadequate achievement relative to age/state approved grade-level standards

These data include:

- ✓ MEAP scores
- ✓ Curriculum Assessments
- ✓ Grades
- ✓ Teacher Report
- ✓ Classroom Observations

Required Component: Insufficient progress to meet age/state approved standards when using a scientific research based intervention

If this applies to a student:



Provide interventions for students in need.

- ✓ Collect progress monitoring data at reasonable intervals & provide data to parents.
- ✓ If insufficient progress is made *in 4-8 weeks* the team may determine that an evaluation for Special Education Eligibility is warranted.

- ✓ Data collected for interventions needs to be displayed in graph form.

Required Component: Data demonstrating the pattern of strengths and weaknesses in performance, achievement, or both relative to age/state approved grade-level standards or intellectual development

Data to include:

- ✓ Progress monitoring/Curriculum Based Measurement/Criterion Referenced Assessments
- ✓ MEAP scores
- ✓ Curriculum Assessments
- ✓ Grades
- ✓ Teacher Reports
- ✓ Classroom Observations
- ✓ Norm Referenced Achievement Tests
- ✓ Cognitive Processing Assessment

Testing:

- ✓ A norm referenced academic achievement test is a required portion of the SLD evaluation
- ✓ Cognitive assessments are to be conducted at the discretion of the team.
- ✓ Cognitive assessments will not generally be used in the pattern of strengths and weaknesses – These assessments can be linked to instructional strategies to help provide a better understanding of the student's performance in their learning environment.
- ✓ In the event that cognitive assessments can be directly linked to specific academic areas, these may be used to help establish the pattern of strengths and weaknesses.

Strengths:

- ✓ A minimum of one strength must be established.

- ✓

To establish a strength there must be a minimum of THREE data sources indicated as a strength in an academic area (e.g., MEAP Score, Classroom Grade, Observation.)

- ✓ An area of strength does not require one of the three data points to be from a norm referenced achievement test.

Data points considered a strength include:

- ✓ Meeting or exceeding benchmarks on a measure such as DIBELS
- ✓ Report card grades of A or B or “meets/exceeds” standards
- ✓ Curriculum assessment scores of 80% or better
- ✓ Percentile rank scores approximately greater than or equal to 30
- ✓ Average or typical performance in comparison to same age peers based on teacher report or observation
- ✓ Advanced or proficient MEAP scores

Weaknesses:

- ✓ A minimum of one weakness must be established.
- ✓ To establish an area of weakness there must be a minimum of FOUR data sources indicated as a weakness in an area of academic achievement.
- ✓ One of these data sources MUST be a norm referenced achievement test (e.g., Woodcock Johnson, Wechsler Individual Achievement Test, etc.).

Data points considered a weaknesses include:

- ✓ Falling below aimline for at least four consecutive data points (on a progress monitoring measure)
- ✓ In the “at-risk” level on a universal screener (such as DIBELS or AIMSWeb)
- ✓ Report card grades of D or E or “does not meet” standards
- ✓ Curriculum assessment scores of 70% or less
- ✓ Percentile rank approximately less than or equal to 9

- ✓ Significantly below average or atypical performance in comparison to same age peers as determined through observations and/or teacher reports
- ✓ Partially proficient or not proficient MEAP scores

MEAP:

- ✓ Most MEAP reading data falls in the area of reading comprehension.
- ✓ MEAP math data may fall in areas the math calculation or math problem solving.

Observations:

- ✓ Observations MUST be conducted in the area(s) of concern **and** must relate back to the specific area(s) of academic concern.
- ✓ Observations may be conducted either as part of the Child Study process (prior to initiation of evaluation) or as part of the evaluation process.
- ✓ A variety of team members may conduct observations.
- ✓ Relevant learning behaviors (such as classroom participation, work completion, on task behavior, and other motivational factors) are also to be observed within the instructional setting.
- ✓ Need parental consent.